

Montana Content Standards Integration Chart for Reading

Reading

Standards	Grade 4	Grade 8	Upon Graduation
Standard 1 – Students construct meaning as they comprehend, interpret, and respond to what they read.	<p>1. Make predictions and connections between new material and previous information/experiences. HE - 5.4.2. LM - 3.4.2. LT - 1.4.1; 5.4.3. [SC - 1.4.4; 2.4.4]. [SL - 3.4.6].</p> <p>2. Incorporate new print/nonprint information into existing knowledge to draw conclusions and make application. TE - 6.4.1. [AR - 4.4.1]. HE - 1.4.1; 1.4.3; 1.4.4; 1.4.5; 5.4.2. LM - 3.4.2. LT - 1.4.6; MA - 1.4.4. SS - 1.4.3; 4.4.3. [SC - 1.4.4]. [SL - 3.4.6]. WL - 5.1.1. WR - 6.4.3.</p> <p>3. Provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material. [TE - 6.4.2]. AR - 1.4.1; 3.4.2. LT - 1.4.6; 4.4.3. ML - 3.4.1. [WP - 3.4.3]. WL - 2.1.2.</p> <p>4. Demonstrate basic understanding of main ideas and some supporting details. LT - 1.4.2. [SC - 1.4.4; 3.4.5]. SS - 1.4.3. WL - 2.1.3. WR - 1.4.2.</p> <p>5. Accurately recall key elements of appropriate reading material. LT - 1.4.3. [SL - 2.4.3]. WL - 3.1.4.</p>	<p>1. Make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences. HE - 1.8.1; 1.8.4; 4.8.3. LT - 1.8.1; 1.8.5. MA - 6.8.3. [SC - 1.8.4; 2.8.4]. [SL - 3.8.6].</p> <p>2. Compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application. TE - 6.8.1. HE - 1.8.1; 1.8.3; 1.8.4. LM - 3.8.2. LT - 1.8.5. MA - 1.8.4; 6.8.3. [SC - 1.8.4]. SS - 1.8.3; 4.8.3. [SL - 3.8.6]. WL - 5.1.1. WR - 6.8.3.</p> <p>3. Interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers. [TE - 6.8.2]. AR - 1.8.1; 3.8.2; [4.8.1]; 4.8.2; 4.8.3; 4.8.4. LM - 3.8.2. LT - 1.8.6; 4.8.3. ML - 3.8.1. SS - 4.8.3. [WP - 3.8.3]. WL - 2.1.1; 2.1.2; 2.1.3.</p> <p>4. Demonstrate understanding of main ideas and select important supporting facts and details. LT - 1.8.2; 1.8.5. [SC - 1.8.4; 3.8.5]. SS - 1.8.3. WL - 2.1.3. WR - 1.8.2.</p> <p>5. Provide accurate, detailed summaries using key elements of appropriate reading material. LT - 1.8.2; 1.8.3. [SL - 2.8.3].</p>	<p>1. Make predictions and describe inferences and connections within material and between new material and previous information/experiences. HE - 1.12.1; 1.12.2; 1.12.3; 4.12.3. [LT - 1.12.1]. MA - 1.12.3. [SC - 4.12.4; 11.12.4; 11.12.5]. [SL - 3.12.6]. WL - 2.1.1.</p> <p>2. Integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application. TE - 6.12.1. HE - 1.12.1; 1.12.2; 1.12.3; 4.12.3; 5.12.6. LM - 3.12.2. MA - 1.12.4. [SC - 1.12.4]. SS - 1.12.3; 4.12.3. [SL - 3.12.6]. WL - 5.1.1. WR - 6.12.3.</p> <p>3. Provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influences one's life and role in society. [TE - 6.12.2]. AR - 3.12.2. LM - 3.12.2. LT - [1.12.5]. 1.12.6; 4.12.3. SS - 6.12.2. [WP - 3.12.3]. WL - 2.1.1.</p> <p>4. Demonstrate understanding of main ideas and formulate arguments using supporting evidence. HE - 1.12.3; 1.12.5. LT - 1.12.2. [SC - 1.12.4]. SS - 1.12.3; 4.12.3; 12.5. WL - 2.1.1. WR - 1.12.2; 6.12.3.</p> <p>5. Accurately paraphrase reading material, reflecting tone and point of view. LT - 1.12.3. WL - 2.1.1.</p>
Standard 2 – Students apply a range of skills and strategies to read.	<p>1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material. HE - 1.4.1; 1.4.4. ML - 2.4.1. WL - 7.1.1; 7.1.2.</p> <p>2. Demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution). AR - 2.4.1 (TH). LT - 2.4.2.</p> <p>3. Identify literary devices (e.g., figurative language and exaggeration). HE - 1.4.1; 1.4.3; 1.4.4; 1.4.5. LT - 2.4.1.</p> <p>4. Use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals). LT - 2.4.1; 2.4.4. MA - 6.4.2; 7.4.1. WR - 1.4.1; 5.4.1.</p> <p>5. Adjust fluency, rate, and style of reading to the purpose of the material with guidance.</p> <p>6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary). [TE - 1.4.2]. LT - 2.4.3.</p> <p>7. Identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend.</p> <p>8. Ask questions and check predictions prior to, during, and after reading. LT - 1.4.5.</p>	<p>1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understanding reading material. ML - 2.8.1. WL - 7.1.1; 7.1.2.</p> <p>2. Demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict). AR - 2.8.1 (TH). LT - 2.8.2.</p> <p>3. Identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue). LT - 2.8.1.</p> <p>4. Use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals). LT - 2.8.4. MA - 6.8.2; 7.8.4. [WP - 3.8.3]. WR - 1.8.1; 5.8.1.</p> <p>5. Adjust fluency, rate, and style of reading to the content and purpose of the material.</p> <p>6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. TE - 1.8.2. LT - 2.8.3. MA - 1.8.3.</p> <p>7. Use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate.</p> <p>8. Ask questions, check predictions, and summarize information prior to, during, and after reading.</p>	<p>1. Decode unknown words combining the elements of phonics, grammatical structure, analysis of word parts, word connotation, and denotation and context to understand reading material. WL - 7.1.1; 7.1.2.</p> <p>2. Identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict). AR - 2.12.1 (TH). LT - 1.12.3; 2.12.2.</p> <p>3. Identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism). LT - 1.12.1; 1.12.5; 1.12.6; 2.12.1; 2.12.2; 2.12.4.</p> <p>4. Use features and organization of fiction and nonfiction materials to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals, and methods of organization). LT - 2.12.4. MA - 7.12.2. [WP - 3.12.3]. WR - 1.12.1; 5.12.1.</p> <p>5. Adjust fluency, rate, and style of reading to content and purpose of the material. TE - 1.12.2. LT - 1.12.3. MA - 1.12.3.</p> <p>6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and references sources, and expand and refine vocabulary related to specific academic areas, culture, and technology. TE - 1.12.2. LT - 2.12.3. MA - 1.12.3.</p> <p>7. Use a variety of reading strategies to comprehend complex material, including self-correcting, rereading, using context, and adjusting rate.</p> <p>8. Ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.</p>
Standard 3 – Students set goals, monitor, and evaluate their progress in reading.	<p>1. Articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.</p> <p>2. Describe reading successes and set reading goals.</p> <p>3. Select authors, subjects, and print and nonprint material to share with others. LT - 3.4.2.</p>	<p>1. Articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed.</p> <p>2. Monitor reading successes and set reading goals.</p> <p>3. Select authors, subjects, and print and nonprint material, expressing reasons for recommendations. LT - 3.8.1.</p>	<p>1. Articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading.</p> <p>2. Analyze reading successes and attainment of reading goals.</p> <p>3. Select authors, subjects, and print and nonprint material, expressing reasons for recommendations, and information and insights gained. LT - 3.12.1.</p>
Standard 4 – Students select, read, and respond to print and nonprint material for a variety of purposes.	<p>1. Identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits). LT - 3.4.1; 3.4.3. ML - 1.4.1; 2.4.1.</p> <p>2. Solve a problem or answer a question through reading (e.g., signs, labels, instructions). TE - 5.4.1; 6.4.3; 6.4.4. HE - 1.4.4; 5.4.2. LM - 1.4.2; 4.4.1. [SC - 6.4.1]. SS - 1.4.1; 1.4.3. WP - 3.4.1. WR - 6.4.3.</p> <p>3. Perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts). [TE - 3.4.1]. HE - 1.4.4; 1.4.5. LM - 1.4.5. MA - 6.4.2. ML - 2.4.1. [SC - 6.4.1]. SS - 3.4.5.</p> <p>4. Read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature. AR - 1.4.1; 3.4.2. LM - 3.4.1. LT - 1.4.6; 4.4.2; 5.4.1; 5.4.2. [SC - 6.4.2]. SS - 4.4.3; 4.4.6; 6.4.2. WL - 6.1.2.</p> <p>5. Read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines). HE - 1.4.1; 1.4.4; 1.4.5. LT - 4.4.1. [SC - 5.4.1].</p> <p>6. Read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material). TE - [3.4.1]; 5.4.2; 5.4.3. HE - 5.4.2; 5.4.6. LM - 1.4.3; 3.4.2. LT - 4.4.1. [SC - 5.4.3; 5.4.4]. SS - 3.4.5; 4.4.1. WP - 3.4.4. WL - 6.1.1. WR - 6.4.2.</p>	<p>1. Establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon their reading). LT - 3.8.3; 4.8.3. ML - 1.8.1; 2.8.1.</p> <p>2. Read to organize and understand information, and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines and electronic information). TE - 5.8.3; 6.8.3. HE - 1.8.1; 1.8.3; 1.8.4; 1.8.5. LM - 1.8.2. LT - 4.8.1. [SC - 6.8.1]. WP - 3.8.1. WR - 6.8.3.</p> <p>3. Read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs). TE - 3.8.1; 5.8.1; 6.8.4. HE - 1.8.1; 1.8.6; 1.8.5. LM - 1.8.5; 4.8.1; 4.8.2. LT - 4.8.1. MA - 1.8.3; 6.8.2. ML - 2.8.1. [SC - 6.8.1]. SS - 1.8.1; 3.8.5. WL - 6.1.1. WR - 6.8.3.</p> <p>4. Read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature. TE - 5.8.3. AR - [1.8.1]; 3.8.2. LT - 1.8.6; 4.8.2. [SC - 6.8.2]. SS - 6.8.2.</p> <p>5. Identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change). [AR - 1.8.1]. LM - 3.8.1. LT - 5.8.2. [SC - 5.8.1; 5.8.4]. WL - 6.1.2.</p> <p>6. Read, and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information). LT - 5.8.2; 5.8.3. [SC - 5.8.3; 5.8.4]. SS - 4.8.3.</p> <p>7. Identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet). TE - 3.8.1; 5.8.2. HE - 1.8.1; 1.8.3; 1.8.4; 1.8.5; 6.8.6. LM - 1.8.3; 3.8.2. LT - 4.8.1. MA - 6.8.3. ML - 1.8.1. SS - 3.8.5; 4.8.1. WP - 3.8.4. WL - 3.11.4. WR - 6.8.2.</p>	<p>1. Integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading as a leisure activity, sharing, and reflecting upon the reading). TE - 5.12.1. HE - 5.12.6. LT - 3.12.3.</p> <p>2. Read to evaluate appropriate resource material for a specific task. TE - 5.12.2. LM - 1.12.2; 4.12.1. ML - 2.12.1. [SC - 1.12.6; 6.12.1]. SS - 1.12.2; 1.12.6. WP - 3.12.1. WR - 6.12.3.</p> <p>3. Locate, read, analyze, and interpret material to investigate a question, topic, or issue (e.g., reference material, pamphlets, book excerpts, articles, letters, and electronic information). TE - 5.12.3; 6.12.3. HE - 5.12.6. LM - 4.12.2. LT - 5.12.1. [SC - 4.12.4; 6.12.1]. SS - 3.12.5. WR - 6.12.3.</p> <p>4. Read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., schedules, maps, instructions, consumer reports, and technical manuals). TE - 3.12.1; 5.12.3; 6.12.4. HE - 5.12.6. LM - 1.12.5; 4.12.1. LT - [1.12.4]; 5.12.1. [SC - 6.12.2]. SS - 1.12.3; 3.12.5. WL - 6.11.1. WR - 6.12.3.</p> <p>5. Read and analyze works of various authors (e.g., diverse cultures, perspectives and issues; recurring themes). LM - 3.12.1. LT - 1.12.4; 4.12.1; 5.12.2. [SC - 5.12.1; 5.12.2]. SS - 6.12.2. WL - 6.11.2.</p> <p>6. Read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters). LT - 4.12.1; 5.12.1. [SC - 5.12.3; 5.12.4]. SS - 1.12.3; 4.12.1; 4.12.3.</p> <p>7. Locate, read, analyze, and evaluate information from a variety of sources (e.g., manuals, instructions, flowcharts, television, Internet). TE - 3.12.1; 5.12.2. HE - 5.12.6. LM - 1.12.3; 1.12.4; 3.12.2; 4.12.1; 5.12.1. ML - 1.12.1; 2.12.1. [SC - 1.12.6]; 5.12.2; [5.12.4]. SS - 3.12.7; 4.12.1. WP - 3.12.4. WL - 3.3.4. WR - 6.12.2.</p>
Standard 5 – Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.	<p>1. Identify and summarize similarities and differences using a single element such as character within a text and between sources of information. [AR - 6.4.1]. LT - 1.4.4. [SC - 3.4.4; 3.4.5]. SS - 1.4.1.</p> <p>2. Make connections, integrate, and organize information from multiple sources. [AR - 6.4.1; 6.4.2]. LT - 1.4.4. [SC - 3.4.4; 3.4.5]. SS - 1.4.1; 4.4.1; 4.4.6.</p> <p>3. Recognize authors' points of view. LM - 1.4.6; 4.4.3. ML - 1.4.1; 4.4.2. SS - 1.4.1; 1.4.2; 4.4.6. SL - 3.4.5.</p> <p>4. Distinguish fact from opinion in various print and nonprint material. LM - 1.4.4; 1.4.6; 4.4.3. ML - 1.4.1; 4.4.2. SS - 1.4.1; 1.4.2; 4.4.6. SL - 3.4.5.</p>	<p>1. Compare and contrast information and textual elements in print and nonprint material. LT - 1.8.4; 5.8.2. ML - 1.8.1; 2.8</p>	